**Boys Town Education Model/Classroom Management – Lotus** Name **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fremont Public Schools – Tiger UnitC:\Users\hallstrom\Desktop\PDC\Screen Beans\Business Communication\Explain.wmf**

|  |  |  |
| --- | --- | --- |
| **Quality Components Are…** |  | **Managing Yourself Means You…** |
| 1. Look at the student 2. Use student’s name 3. Voice Tone (pleasant, calm) 4. Pacing (relax, give student time to respond) 5. Open Stance, posture 6. Appropriate Proximity 7. Hand gestures |  | 1. Use a soft voice tone. 2. Are aware of body language. 3. Maintain safe proximity. 4. Use a slow rate of speech/pacing. 5. Continue to use corrective strategies (cool-down time, coupling statements, reality statements/reasons, empathy, and specific praise). 6. Allow cool-down time (pg. 148) 7. Stay away from content (focus on behavior, not motives or blame). |
| **Assertiveness…what does it look like?** | | |
| 1. Body language: erect posture, facing the student, appropriate proximity, facial expression matches the message 2. Appropriate voice: tone, speak clearly & deliberately, avoiding display of emotion 3. Persist: until the student responds with the appropriate behavior, don’t ignore inappropriate behavior; don’t be diverted by a student denying, arguing, blaming, but listen to legitimate explanations. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components of An Effective Classroom Management Plan** | | | | |
| **Clarity**: | **Must Teach:** | **Consistent:** | **Discretion:** | **Positive Reinforcement:** |
| -Everyone must know the standards & expectations  -No “gotchas”. | Behaviors/skills, when to apply, reasons/rationales for behavior requests. | -Predictable or “routine”  -Systematic | -Behavior adjustments or consequences should fit the behavior.  -The “crime fits the time”. | -“Catch ‘em being good!”  -4 to 1 |

|  |  |  |
| --- | --- | --- |
|  | Ignoring Behavior;  Pros & Cons? |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| The student is not under “instructional control” when he/she can’t or won’t… | | |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | **MVP’s** of the  Boys Town Education Model  Pgs. 7-10 |  |
|  |  |
|  |  |  |

**Ch. 1 “Building Relationships”**

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  | MVP’s of  Building Relationships  **Ch. 1** |  |
|  |  |  |
| Modeling pgs. 22-24 |  |  |

**Ch. 2 “Problem Solving” & Guided Self-Correction** Ch. 12 pg. 151

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | Problem Solving:  MVP’s |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Steps of SODAS** | | **Rationale/reasons for this step** |
| **S** |  |  |
| **O** |  |  |
| **D** |  |  |
| **A** |  |  |
| **S** |  |  |

|  |  |
| --- | --- |
| **Steps of POP** | 1. POP is best suited for younger students because… |
| **Problem**  **Options**  **Plan** | 1. Why might you have to provide more guidance when using POP? |
| 1. Important goals of SODAS & POP? |

|  |  |
| --- | --- |
| Steps of **Guided Self-Correction** (pgs. 151-152) | When could you use GS-C? |
|  |
|  |
|  | GS-C can be used effectively when…? |
|  |
|  |

**Ch. 3** **“Analyzing Behavior: Behavior Management Theory”**

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | Antecedents |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| Behaviors: |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | Consequences |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | Using the ABC, or Three-Term Contingency Pattern  pgs. 44-45 |  |
|  |  |  |

**Ch. 4 “Observing & Describing Behavior”**

|  |  |  |
| --- | --- | --- |
|  | **Observing**  Behavior |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Describing** Behavior |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Be Descriptive, Not Ambiguous |  |  | When to Observe & Describe Behavior |
|  |  |  |  |
|  |  |  |  |

**Ch. 5 “*Providing Reasons*: How to Link Behavior to Results”**

|  |  |  |
| --- | --- | --- |
|  | Answers the *“Why do I have to do this?” question.* |  |
|  |  |  |
|  |  |  |
|  |  |  |

A few questions for you…

1. What is your reason for giving students homework?
2. Do all teachers in your building use the same rationales for homework?
3. What is a reason for following instructions?
4. What is a reason for FPS having the Tiger Unit courses?

**Ch. 8 “Understanding & Using Consequences”** pg. 95

1. Describe the importance of consequences.
2. Effective consequences show…
3. Define “consequence”.
4. The best consequences…
5. There are certain conditions or factors that influence whether or not consequences will produce the desired behavior from students. They include: (summarize/paraphrase each)
   1. Appropriateness:
   2. Immediacy:
   3. Size:
   4. Consistency:
   5. Consequence contingencies:
   6. Consequence satiation & deprivation:
6. Key points when delivering consequences?

**Ch. 8 “Understanding & Using Consequences”** continued

**Consequence Overload?** Summarize each paragraph pgs. 99-100

There can be times…

In our experience…

Knowing when…

A continuous schedule…

Once the behavior or skill…

|  |  |
| --- | --- |
| Examples of Positive Consequences | Potentially Harmful Consequences |
|  |  |

**MVP from “Final Thoughts”**

|  |
| --- |
|  |

**Ch. 9 “The Value of Social Skills”** pg. 105

Summarize pgs. 105-106

Task Analysis MVP/s pg. 109

What are paraskills & why are they important? Pg. 110

**Summarize** the four paragraphs pgs. 111-112

1.

2.

3.

4.

**Ch. 10 “Teaching Social Skills”** pg. 113

|  |
| --- |
| **MVP’s pg. 113** |
| **Summarize “Proactive Social Skills Instruction”** pg. 114-115 |
| **Proactive Teaching Strategies pg. 115**  Once you assess… |
| **What is “planned teaching”?** |
| **Describe “blended teaching”** |
| **How can you use “preventive prompts”** |

**Ch. 11**…Encouraging Positive Behavior

|  |  |  |
| --- | --- | --- |
|  | Steps of Effective Praise | Importance of this Effect Praise step |
| Describe General Praise: | 1. |  |
| Explain Specific Praise: | 2. |  |
| What is Effective Praise? | 3. |  |
| When should you use Effective Praise? | 4. |  |
| What are the benefits of Effective Praise? | | |
| Additional Considerations MVP’s (pg. 136-137) | | |

**Ch. 12 “Correcting Problem Behaviors”** pg. 139

1. At the bottom page 139 there are six possible reactions to Devon’s behavior which I have listed below. In the column on the right suggest a possible positive & negative outcome of each response.

|  |  |  |
| --- | --- | --- |
| Response | Positive Outcome | Negative Outcome |
| 1. Walk away. |  |  |
| 1. Ask him softly, “I expect you to greet me whenever you enter my classroom.” |  |  |
| 1. Tell him sternly, “I expect you to greet me whenever you enter my classroom.” |  |  |
| 1. Pat him on the shoulder and say, “That’s okay.” |  |  |
| 1. Laugh it off and tell him he’ll be happier when the class period is over. |  |  |
| 1. Roll your eyes, mutter “Typical,” and ignore him for the rest of the period. |  |  |

1. Make a connection…connect the above to the ABC Three-Term Contingency Pattern. Explain below.
2. On page 142, seven reasons or circumstances that trigger acts of “counter-aggression” from adults are shared. Below, summarize each and identify two reasons/conditions you think are most prevalent.

|  |  |
| --- | --- |
| 1. Get caught up in the Conflict Cycle |  |
| 1. Believe that their personal and cherished values and beliefs are being violated. |  |
| 1. Are in a bad mood. |  |
| 1. Feel as if they are not meeting professional expectations. |  |
| 1. Fell rejected and helpless. |  |
| 1. Prejudge a student in crisis. |  |
| 1. Have unfinished or unresolved psychological issues. |  |

**Ch. 12 “Correcting Problem Behaviors”**

**Managing the Environment** (pg. 144)

Just as your behavior can influence the frequency and severity of problem behaviors, so, too, can the environment. In the rest of Chapter 12, we’ll examine specific strategies and responses for dealing with and correcting inappropriate behavior. But in order for those strategies to work successfully, you first have to cultivate a climate or culture that defines behavioral expectations and allows values/expectations such as respect, responsibility, and accountability to flourish.

1. Before we move into the content on corrective strategies, list several environmental elements that should be in place to create a positive classroom and school. I’ve provided a couple of examples…
   1. Our behaviors (antecedents) influence student behavior/modeling the behaviors you want to see students demonstrate…develop strong relationships with students…4 to 1 positive/corrective interactions…classroom and/or school-wide rules/expectations…teaching social skills to students
2. Choosing Interventions (bottom, left pg. 144) what do you think is meant by “least restrictive” interventions?
3. What would you consider a “least restrictive” vs. a “most restrictive” response/reaction to inappropriate behavior?

|  |  |
| --- | --- |
| Least restrictive example | Most restrictive example |
|  |  |

**Managing the Learning – *Doing the little things so big things don’t happen!*** (pg. 145)

1. Strategies you use to address inappropriate behavior will depend largely on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Just as inappropriate behaviors fall on a continuum of severity, intervention strategies can also be viewed on a continuum of restrictiveness. We will spend time on this concept of a “continuum” but, right now, I would like you to generate an example of this. Let’s say you have a student that is interfering with the learning of his/her classmates. What do you think a *least* to *most* restrictive response could be? Answer in the appropriate box below…thnx!

|  |  |
| --- | --- |
| Least restrictive example | Most restrictive example |
|  |  |

1. Share your reaction to the “pound of flesh” vs. “ignoring/overlooking” information on page 146.

**Ch. 12 “Correcting Problem Behaviors”**

Strategies to help you promote student self-control (pgs. 146-147):

|  |  |
| --- | --- |
| **Modeling** |  |
| **Corrective Prompts** |  |
| **Preventive Prompt (from Ch. 10)** | * “Before the fact” reminders for students to use a skill/behavior * Set students up for success BEFORE they take an action * Example: *“We will be leaving for lunch in a minute, remember the hallway expectations. Walk quietly and don’t interfere with other classrooms. Thanks!”* |

**Corrective Strategies:** A group of five separate responses that offer more specificity than a corrective prompt. These strategies give students time to reflect on their situation before they make more poor choices. They are also useful when trying to calm a young person. These five strategies are listed below. Please offer a description of each and an example of how the strategy might “sound”.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Description** | **How strategy might sound** |
| **Cool-down Time** |  |  |
| **Coupling statements** |  |  |
| **Reality statements/reasons** |  |  |
| **Empathy** |  |  |
| **Specific Praise** |  |  |

**Ch. 12 “Correcting Problem Behaviors”**

Corrective Teaching-Ch. 12 pg. 152

|  |  |  |
| --- | --- | --- |
| **Steps** | **Rationale/Reason for this step?** | **Written practice** (will be done in class) |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |

1. In your opinion, when would Corrective Teaching not be used?
2. In your opinion, for Corrective Teaching to be effective, what environmental “things” should be in place?